

## **Adjustment Problems of Kashmari Graduate Students in relation to their Gender and Educational Stream**

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### **Abstract**

*The responsibility of making history rests on the shoulders of the young generation known as youths. But now wide spread frustration has been found in the youths of society which is decreasing their work efficiency. The present study was focus on adjustment problems of Kashmari graduate students in relation to their gender and educational stream. The sample consists of 300 graduate students with 158 male and 142 female, which were selected randomly from different colleges of Kashmir valley, H. M. Bells adjustment inventory was used to collect the data from the students. The study revealed that male and female graduate students differ significantly with regards to their home adjustment, emotional adjustment and overall adjustment, however, do not differ significantly with regard to their social adjustment. Whereas, science and arts students do not differ significantly with regards to their home adjustment, social adjustment, emotional adjustment and overall adjustment.*

**Keywords:** Adjustment, Problems, Gender and Educational Stream

### **INTRODUCTION**

Jammu & Kashmir State is one of the disputed States of India. It is also well known as paradise on the earth is the northern state of India with population more than one crore as per Census 2011 and covers the area of approximately 2,22,236 sq. Kms (Gul and Khan, 2013). The J&K has its own Constitution besides the Constitution of India and adores the special status under article 370. Topography of the State comes in the way of rising satisfactory infrastructure and is further compounded by armed conflict and militancy, which have taken a heavy toll of life and public property besides throwing normal life out of gear (Gul and Khan, 2013). Education system could not run away from this calamity as most of the schools and colleges in urban and rural areas were destroyed and loss of schooling hours enormously affected the learning outcomes. This resulted in large adjustment problems among Kashmari youth.

Adjustment, in psychology, refers to the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Human beings are able to adjust to the physical, social and psychological demands that arise from having inter dependability with other individual

(Shaffer, 1961). It is used to emphasize the individual's struggle to along or survive in his or her social and physical environment. Good (1959) sates that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. In adjustment, the two crucial factors are the individual and the environment. Fortunate is the individual who is adjusted and considers it so. Every individual, great or small, old or young, is confronted with the problems of adjustment. The problem of adjustment has been existed on earth since the appearance of the human race. The process of adjustment starts right from the birth of the child and continues till his death (Sood, 1992).. The problem of adjustment is both internal as well as external. The problem of adjustment is related to arriving at a balanced state between the needs of the individual and their satisfying needs of the individual are multidimensional. Some important adjustment problems are related to home, society, health and emotions.

**Emotional Adjustment-** Frequent, intense and apparently unjustified emotional outbursts lead others to judge the individual as "immature". Suppression of emotional expression results in moodiness, which tends to make the individual rude, uncooperative and preoccupied with self. A satisfactory state of personal and emotional adjustment may say to be exist when an individual's physical and psychological needs can be satisfied by socially acceptable patterns of behaviour. Individuals' emotions exercise a potent influence upon his attitudes and behaviour .Unbridled emotional reactions may therefore, interfere seriously with young person's power to use the freedom of decisions making and behaviour. Those persons who are pattern satisfied with their life styles, whose urges and desires are met with satisfactions tends to enjoy life to the fullest and become emotionally adjusted. Some students adjust well to the college environment whereas others struggle with the transition, some leaving school entirely (Holmbek & Wandrei, 1993).

Social adjustment is the most difficult developmental task of student's life. This adjustment must be made to members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments. Adolescence is a period of social expansion and development. Basu (2012) found that females scored higher than males on reading recognition and Comprehension tests after controlling family background factors. Enoch's and Renk (2006) suggests that males adjust faster than females. In addition, the study revealed that females rely on social support more than their male counter-parts to adjust to the university life. In addition, peer support and peer networks were critical in a person's adjustment into university life.

Therefore, it is imperative for educators and researchers to understand the trends in college students and the factors contributing to their good mental health. So present study reveals differences in students' adjustment due to gender and educational stream and can leads to find out ways to adjust the maladjusted Kashmari graduate students.

### **RELATED STUDIES:**

Baker and Siryk (1984) adjustment is a behavior directed to overcome the obstacles or the techniques used by people to fulfill needs and satisfy motives as well as reducing pressure to

achieve balance and satisfaction. Sangeeta and Chirag (2012) found that female college students have more adjustment problems in comparison to male college students. Mishra (1991) studied the differences in adjustment to university live in king Faisal University in Saudi Arabia according to gender, social and psychological status, major, residence, and college and study level. The findings showed that there were no significant statistical differences in the adjustment attributed to the study variables except for gender and residence. Enochs and Roland (2006) examined the relationship between living environment, gender, overall adjustment to college and social adjustment in freshmen's academic and overall adjustments. The study found that boys had significantly higher overall adjustment levels than girls regardless of living environment.

## **OBJECTIVES OF THE STUDY**

The present study was undertaken with the following objectives:

1. To compare the differences in home adjustment, social adjustment, emotional adjustment and overall adjustment with regard to gender and educational stream.
2. To study the interaction effect between independent variables i.e. between gender and educational stream with respect to home adjustment, social adjustment, emotional adjustment and overall adjustment

## **HYPOTHESES OF THE STUDY**

1. There is no significance difference in adjustment problems between male and female Kashmari graduate students with regard to home adjustment.
2. There is no significance difference in adjustment problems between male and female Kashmari graduate students with regard to social adjustment.
3. There is no significance difference in adjustment problems between male and female Kashmari graduate students with regard to emotional adjustment.
4. There is no significance difference in adjustment problems between male and female Kashmari graduate students with regard to overall adjustment.
5. There is no significance difference in adjustment problems between science and arts graduate students with regard to home adjustment.
6. There is no significance difference in adjustment problems between science and arts graduate students with regard to social adjustment.
7. There is no significance difference in adjustment problems between science and arts graduate students with regard to emotional adjustment.
8. There is no significance difference in adjustment problems between science and arts graduate students with regard to overall adjustment.
9. There is no significant interaction effect between gender and educational stream with regard to home adjustment.
10. There is no significant interaction effect between gender and educational stream with regard to social adjustment.
11. There is no significant interaction effect between gender and educational stream with regard to emotional adjustment.

12. There is no significant interaction effect between gender and educational stream with regard to overall adjustment

## METHOD AND SAMPLE

Descriptive survey method was used by the investigator to collect the relevant information for the research. In the present study the sample consisted of 300 Kashmari graduate students ad (158 male and 142 female) selected through stratified random sampling technique. Whereas, for the collection of data, H.M. Bells adjustment inventory was used by investigator. The following is the sampling frame:

	Science	Arts	Total
Male	65	93	158
Female	68	74	142
Total	133	167	300

## ANALYSIS AND INTERPRETATION

The data was analyzed by used statistical techniques like, Mean, SD, t test and two-way ANOVA.

### Descriptive statistics:

Descriptive statistics is used to organize large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary. Here we present our descriptive data (Table 1) in the form of Mean and Standard Deviation (SD) of male, female, science and arts samples.

**Table 1**  
Showing the Mean and SD of adjustment ability scores

Pair of comparison	N	Home adjustment		Social adjustment		Emotional adjustment		Overall adjustment	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Boys	158	10.9	2.34	10.8	1.63	13.0	1.78	43.5	3.46
Girls	142	12.8	1.6	11.2	1.46	14.8	3.40	49.0	6.84
Science	133	9.42	5.17	12.77	4.21	7.38	2.59	59.61	7.12
Arts	167	10.22	3.89	13.25	3.89	6.43	2.91	59.45	8.54

### Inferential Statistics:

Inferential statistics plays a pivotal role in hypothesis testing where it is used to determine if a null hypothesis can be rejected or retained. For the present study we have constructed a two way ( $2 \times 2$ ) factorial design for the analysis of different variables (Table 2). Table 6 represents the t – value which is also used to test different null hypotheses.

**Table 2**  
**Summary of two-way ANOVA for Home adjustment**

Source of variation	SS	df	MS	F ratio
A (Gender)	240.52	1	240.52	3.90*
B (Educational Stream)	108.43	1	108.43	1.75
AxB	2.01	1	2.01	0.032
Within Group	18251.31	296	61.65	

\*=Significant at 0.05 level

**Table 3**  
**Summary of two-way ANOVA for Social adjustment**

Source of variation	SS	df	MS	F ratio
A (Gender)	105.29	1	105.29	2.12
B (Educational Stream)	86.78	1	86.78	1.74
AxB	197.80	1	197.80	3.98*
Within Group	14700.52	296	49.66	

\*=Significant at 0.05 level

**Table 4**  
**Summary of two-way ANOVA for Emotional adjustment**

Source of variation	SS	df	MS	F ratio
A (Gender)	227.50	1	227.50	3.90*
B (Educational Stream)	106.41	1	106.41	1.82
AxB	1.97	1	1.97	0.03
Within Group	17251.21	296	58.28	

\*=Significant at 0.05 level

**Table 5**  
**Summary of two-way ANOVA for overall adjustment**

Source of variation	SS	df	MS	F ratio
A (Gender)	1935.50	1	1935.50	7.06*
B (Educational Stream)	74.23	1	74.23	0.27
AxB	347.06	1	347.06	1.26
Within Group	81093.01	296	273.96	

\*=Significant at 0.05 level

**Table 6**  
**Determination of t-value**

Dimension	Pair of comparison	N	Mean difference	t-value
Home adjustment	Boys vs Girls	300	1.9	3.80**
	Science vs Arts	300	0.8	1.36
Social Adjustment	Boys vs Girls	300	0.4	1.05
	Science vs Arts	300	0.48	0.85

<b>Emotional adjustment</b>	<b>Boys vs Girls</b>	<b>300</b>	<b>1.3</b>	<b>2.60**</b>
	<b>Science vs Arts</b>	<b>300</b>	<b>0.95</b>	<b>1.79</b>
<b>Overall adjustment</b>	<b>Boys vs Girls</b>	<b>300</b>	<b>5.5</b>	<b>3.94**</b>
	<b>Science vs Arts</b>	<b>300</b>	<b>0.16</b>	<b>0.13</b>

\*=Significant at 0.05 level and \*\*=Significant at 0.01 level

## RESULTS AND INTERPRETATION

### Testing of Hypothesis H<sub>1</sub>

The table 1 shows that mean adjustment problem test scores for male and female student with regard to home adjustment are 10.9 and 12.8 respectively. ANOVA results as obtained from Table 2 showed F value as 3.90 which is significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between male and female is found to be 3.80 which is significant at 0.01 level. In the light of the above finding, H<sub>1</sub> is rejected. This showed that, there is significance difference in adjustment problems between male and female graduate students with regard to their home adjustment. Female graduate students have more adjustment problems related to their home than male students. Sangeeta and Chirag (2012) also found female college students have more adjustment problems in comparison to male college students.

### Testing of Hypothesis H<sub>2</sub>

The table 1 shows mean adjustment problem test scores for male and female student with regard to social adjustment are 10.8 and 11.2 respectively. Table 3 showed F value for gender is 2.12 which is not significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between male and female students is found to be 1.05 which is also not significant at 0.05 level. In the light of the above finding, H<sub>2</sub> is accepted. This showed that, there is no significance difference in adjustment problems between female and female graduate students with regard to their social adjustment.

### Testing of Hypothesis H<sub>3</sub>

The table 1 shows mean adjustment problem test scores for male and female student with regard to emotional adjustment are 13.0 and 14.8 respectively. Table 4 showed F value for gender is 3.90 which is significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between male and female students is found to be 2.60 which is also significant at 0.01 level. In the light of the above finding, H<sub>3</sub> is rejected. This showed that, there is significance difference in adjustment problems between male and female graduate students with regard to their emotional adjustment. Female graduate students have more adjustment problems related to their emotional adjustment than male students.

### Testing of Hypothesis H<sub>4</sub>

Mean adjustment problem test scores for male and female student with regard to overall adjustment are 43.5 and 49.0 respectively. ANOVA result (Table 5) indicating F value as 7.06 which is significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between male and female is found to be 3.94 which is also significant at 0.01 level. In the light of the above finding, H<sub>4</sub> is rejected. Thus it can safely be said that gender does influence the adjustment level of the students. Female graduate students have more problems related to their overall adjustment than male students. Sangeeta and Chirag (2012)

also found female college students have more adjustment problems in comparison to male college students.

#### **Testing of Hypothesis H<sub>5</sub>**

The table 1 shows that mean adjustment problem test scores for science and arts student with regard to home adjustment are 9.42 and 10.22 respectively. ANOVA results as obtained from Table 2 showed F value as 1.75 which is not significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between science and arts students is found to be 1.36 which is also not significant at 0.05 level. In the light of the above finding, H<sub>5</sub> is accepted. This showed that, there is no significance difference in adjustment problems between science and arts graduate students with regard to their home adjustment.

#### **Testing of Hypothesis H<sub>6</sub>**

The table 1 shows mean adjustment ability test scores for science and arts student with regard to social adjustment are 12.77 and 13.25 respectively. Table 3 showed F value for educational stream is 1.74 which is not significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between science and arts students is found to be 0.85 which is also not significant at 0.05 level. In the light of the above finding, H<sub>6</sub> is accepted. This showed that, there is no significance difference in adjustment problems between science and arts graduate students with regard to their social adjustment.

#### **Testing of Hypothesis H<sub>7</sub>**

The table 1 shows mean adjustment problem test scores for science and arts student with regard to emotional adjustment are 7.38 and 6.43 respectively. Table 4 showed F value for educational stream is 1.82 which is not significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between science and arts students is found to be 1.79 which is not also significant at 0.05 level. In the light of the above finding, H<sub>7</sub> is accepted. This showed that, there is no significance difference in adjustment problems between science and arts graduate students with regard to their emotional adjustment.

#### **Testing of Hypothesis H<sub>8</sub>**

Mean adjustment problem test scores for science and arts student with regard to overall adjustment are 59.61 and 59.45 respectively. ANOVA result (Table 5) indicating F value as 0.27 which is not significant at 0.05 level. Moreover, from Table 6, it is noted that t-critical ratio between science and arts students is found to be 0.13 which is also not significant at 0.05 level. In the light of the above finding, H<sub>8</sub> is rejected. Thus it can safely be said that educational stream does not influence the adjustment level of the students.

#### **Testing of Hypotheses H<sub>9</sub>, H<sub>10</sub>, H<sub>11</sub> and H<sub>12</sub>**

The F- value for the interaction of variables viz. gender and educational stream (A×B) with respect to home, social, emotional and overall adjustment are found to be 0.03, 3.98, 0.03 and 1.26 respectively (Table 2,3,4,5,) which are not significant at 0.01 level but for social adjustment it is significant at 0.05 level. So, H<sub>9</sub>, H<sub>11</sub> and H<sub>12</sub> are accepted while H<sub>10</sub> is rejected at 0.05 level.

## **CONCLUSION**

The findings of the current study indicated that there exist significant differences in adjustment problems between the Kashmari graduate students on the basis of their gender but no difference was found in educational stream. Since these differences are found to be highly

significant for gender in the domains of adjustment i.e. home and emotional, there seems to be an urgent need to improve the situation. This calls for priority based action on the part of academicians, policy makers, families and all the concerned stakeholders to devise measures to facilitate better adjustment skills among the Kashmari graduate students.

The college students are at a very crucial stage of their lives wherein they are still in the process of exploring their place and role in society. All the concerned stakeholders ought to chalk out a plan of action whereby the adjustment skills are honed and differences arising due to various demographic factors are minimized. In order to fulfil their demands following activities to be performed:

1. Family has to create such an environment so that they can express their opinion without hesitation. Also parent has to take care of both male and female equally.
2. Colleges have to organize NCC/NSS activities that would develop desirable social qualities considerate and cooperation which in turn help them to adjust well.
3. Students should be given an opportunity to express their own ideas and discuss their problems with college authorities. It develops self confidence and mental satisfaction among the students.
4. There is badly need a guidance and counselling cell for each school which serve to assist students in coping and adjusting to school life.

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